

# PORTSMOUTH and WINCHESTER DIOCESAN BOARD OF EDUCATION



## **Appointing Headteachers** *in* **Church of England Schools**

## **The Dioceses of Portsmouth and Winchester**

***Academic year 2021/2022***

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**THIS DOCUMENT & OTHER USEFUL HEADTEACHER RECRUITMENT RESOURCES ARE AVAILABLE HERE:**

**[www.portsmouth.anglican.org/what\\_we\\_do/education/appointing\\_headteachers/](http://www.portsmouth.anglican.org/what_we_do/education/appointing_headteachers/)**

## 1. Statutory Responsibility

For all appointments to a school, at least one governor member of the appointment panel must have successfully undertaken Safer Recruitment Training.

The Education Act 1996 and the School Standards and Framework Act 1998 impose a duty on the governing body of a church school to secure, preserve and develop the character of the school as a voluntary school and to conduct the school in accordance with the Trust Deed.

The appointment of a headteacher or a deputy headteachers are amongst the most vital decisions a Governing Body must make.

Governors should note that in accordance with the Diocesan Boards of Education Measure 1991, whenever they have a representative of the Local Authority involved in staffing matters, they must accord similar rights to a representative of the Diocesan Director of Education.

Selectors have three main responsibilities:

- to secure the best possible person for the job
- to give each candidate a fair chance
- to select a person in full sympathy with the aims of a Voluntary Aided or Voluntary Controlled School

There is rarely conflict between these aims, but the good of the school must take priority.

Good selection techniques are not based on personal intuition, which some have and others do not, but on a systematic collection of information about each candidate's abilities in relation to the requirements of the job.

It is the task of the selectors to assess each candidate's potential, aptitude, knowledge, skills and personality in relation to the post and this is best described in the person specification.

## **2. Diocesan and Local Authority Advice**

### **Voluntary Controlled Schools**

The local authority has a statutory entitlement to send a representative to all proceedings relating to the selection or dismissal of any teacher (including the head teacher and deputy head teacher) and offer advice. If the local authority decides to send a representative they must be allowed to attend (Regulation 14).

Any advice offered by the local authority at these proceedings must be considered by the governing body (or those to whom the function has been delegated) when reaching a decision.

All advice offered by the local authority, and decisions made by the governing body in the light of that advice should be fully documented.

### **Foundation and Voluntary Aided Schools**

The local authority does not have any statutory entitlement to advise the governing body in relation to the appointment and dismissal of teachers (including head teachers and deputy head teachers).

However, it may do so where, and to the extent that, an agreement between the governing body and the local authority provides for it to do so. Any agreement must be in writing and give details of what advisory entitlements the local authority has been given (Regulation 26).

The governing body may terminate the agreement by giving notice in writing.

Any advice offered by the local authority, in accordance with the agreement, must be considered by the governing body (or those to whom the function has been delegated) when reaching a decision.

All advice offered by the local authority and decisions made by the governing body in the light of that advice should be fully documented.

### **Diocesan Authority Advice**

The diocesan authority does not have any statutory entitlement to advise the governing body in relation to the appointment and dismissal of teachers. However, it is recommended that the governing bodies of foundation, voluntary controlled and voluntary aided schools which are Church of England church schools agree, in writing, with the diocesan authority to give it the same advisory rights as the local authority in relation to the appointment or dismissal of teachers at the school.

If an agreement is in place, any advice offered should be considered by the governing body and/or committee or person to whom the functions have been delegated.

All advice offered by the diocesan authority, and decisions made by the governing body, in the light of that advice should be fully documented.

### 3. Resignation Dates

The headteacher / deputy headteacher must tender their resignation to the Chair of Governors. All staff must give the correct amount of notice.

#### Notice required from headteachers:

Autumn Term	3 months
Spring Term	3 months
Summer Term	4 months

The final dates for resignation are:

Resignation date	Finish existing post:	Start new post:
30 September 2021	End of the Autumn Term	Start of the Spring Term
31 January 2022	End of the Spring Term	Start of the Summer Term
30 April 2022	End of the Summer Term	start of the Autumn Term

#### Notice required from teachers:

Autumn Term	2 months
Spring Term	2 months
Summer Term	3 months

The final dates for resignation are:

Resignation date	Finish work at:	Start new post at:
31 October 2021	End of the Autumn Term	start of the Spring Term
28 February 2022	End of the Spring Term	start of the Summer Term
31 May 2022	End of the Summer Term	start of the Autumn Term

Governors should bear these dates in mind when they are drawing up the timetable for a new appointment.

## 4. Immediate Action

**When a headteacher / deputy headteacher tenders their resignation, the Governing Body should immediately inform the Diocesan Director of Education and the Local Authority.**

A member of the Diocesan Education Team will attend the initial planning meeting to agree dates and will attend all other meetings to support the governing body through the process.

No decisions should be taken about dates without prior consultation.

### **A Note on Child Protection**

When a headteacher gives notice that they are leaving, the Governing Body should make sure there will be a member of staff who is or will be DSL (Designated Safeguarding Lead) trained by the time the headteacher leaves.

*Schools are vulnerable if there is no designated DSL. Places on DSL courses are limited and schools should consider always having two members of staff trained. A new headteacher may not have the necessary qualification and there may be a delay in them accessing a place on the next available course.*

### **A Note on Safeguarding**

Please remember that at least one member of any panel appointing any staff to a school must have undertaken and have passed Safer Recruitment Training.

### **Confidentiality**

Remember the process of recruitment involves dealing with quantities of personal and sometimes sensitive information – confidentiality **must be** maintained throughout to ensure the process is not compromised in any way.

## 5. Initial Planning Meeting

This is usually a Whole Governing Body meeting. The whole governing body must agree:

- to engage advice from a representative of the Diocesan Board of Education and the Local Authority
- if it is appropriate to replace the post with an identical post; this may be an opportunity to consider other leadership structures for the school
- whether a panel of governors will see the appointment process through from start to finish or whether all governors will be involved in every meeting and the interview day(s) **[At least one governor must be Safer Recruitment trained]**
- the ISR (Individual School Range) for the school. This will set the salary range for your new headteacher
- whether to use a recruitment service or manage the administration of the process themselves
- whether the governors require any specialist recruitment training or have sufficient experience alongside the support from the diocese and local authority

These decisions must be made at a quorate meeting of the whole governing body as they involve the appointment process and the allocation of school funds.

The governing body may also set dates for adverts, short listing, interviews and the first meeting of the appointment panel.

Recruitment services include:

- Your Local Authority
- The Times Educational Supplement – TES Prime [www.tesprime.com](http://www.tesprime.com)
- Emmaus - [www.emmausrecruitment.com](http://www.emmausrecruitment.com)
- Eteach - [www.eteach.com](http://www.eteach.com)
- Green Sheets - [www.schoolvacancies.co.uk](http://www.schoolvacancies.co.uk)

## **6. The Appointment Process**

The Governing Body with support from Diocesan and Local Authority representatives will devise:

- a timeline for meetings and a schedule of events within the process
- a person specification and job description for the post to be filled
- key tasks for the new person on appointment
- an advert and where and how to advertise the post
- the structure of the interview day(s)



## 7. Key Actions – set against a time-line

Who	Task	Time
Whole Governing Body Meeting	<p>Whole Governing Body Meeting with Diocesan and Local Authority representatives to:</p> <ul style="list-style-type: none"> <li>engage advice from Diocesan and Local Authority representatives</li> <li>delegate responsibility for the recruitment process to a panel of at least three governors (at least one governor of the panel must be Safer Recruitment trained)</li> <li>agree the individual school range for the school (ISR)</li> <li>decide what training is needed and from where</li> <li>decide whether to use a recruitment service to administer the paperwork</li> <li>hold discussion to gain views of all governors regarding the person specification for the new headteacher</li> </ul>	Week 1
Panel Meeting or (WGB meeting)	<p>Draft:</p> <ul style="list-style-type: none"> <li>person specification</li> <li>job description</li> <li>advert</li> <li>recruitment pack</li> </ul> <p>Agreeing the above will include debate defining the best headteacher for the school, including their Christian commitment.</p>	Week 2-3
Panel Meeting	<p>Finalise:</p> <ul style="list-style-type: none"> <li>person Specification</li> <li>job Description</li> <li>advert</li> <li>recruitment pack</li> </ul>	Week 3-4
Panel	Publish Advert	Week 5-6
Panel	Planning for any visits to the school by prospective applicants	Week 7-8
Panel	<ul style="list-style-type: none"> <li>receive any applications</li> <li>read application forms and check information</li> <li>sort list potential candidates</li> <li>if no suitable candidates decide on next steps, otherwise continue</li> </ul>	Week 9
Panel	Request references for short listed applicants.	Week 9
Panel	Hold interviews (obligatory) including tasks and activities to judge the candidates against the person specification. This can be a one or two day process.	Week 11
Panel	Panel make a decision to offer post and on what salary point or not to offer the post.	
WGB	Whole Governing Body meets to ratify decision of panel.	
Chair	Candidate contacted and offered the post.	
Timings will vary depending on resignation dates and school holiday breaks.		

## 8. Christian Commitment

In all our church schools we wish to appoint first-class teachers and leaders who understand how their faith informs their work in school. This is what should be understood as "the best headteacher" in the context of a Church of England school. All governors should be clear about how they define faith commitment. They must have the confidence to demand the type and level of commitment that they consider necessary to promote the Christian foundation of the school and carry out its mission.

### Voluntary Controlled Schools

Paragraph 6.4 of the 2017 DfE publication, 'Staffing and Employment Advice for Schools' states:

'When appointing a headteacher who is not to be a reserved teacher, the governing bodies of foundation and voluntary controlled schools with a religious character may have regard to that person's ability and fitness to preserve and develop the religious character of the school.'

The headteacher of a controlled school must be able to provide Christian leadership within the school. The Diocesan Board of Education considers Governors should appoint someone who has the ability and commitment to maintain, uphold and develop the distinctive Christian character of the school. Governors cannot insist in the person specification for the post that applicants must be Christian or of any particular faith. This aspect must be discussed with the Whole Governing Body and a shared understanding reached – with foundation governors and the ex officio governor taking a lead.

### Voluntary Aided Schools

The headteacher of an aided school must provide Christian leadership within the school. The Diocesan Board of Education considers Governors should appoint someone who has the ability and commitment to maintain, uphold and develop the distinctive Christian character of the school. Governors can opt to include evidence of Christian commitment as an essential requirement for appointment but the Board of Education recommends this should be a desirable requirement, not essential. This aspect must be discussed with the Whole Governing Body and a shared understanding reached – with foundation governors and the ex officio governor taking a lead.

Please draw on the experience and expertise of your Diocesan representative / school adviser to assist you with the process.

### The Role of a Headteacher in any Church of England School

The Diocesan Board of Education have agreed the following. It is hoped that Governing Bodies will use these statements as the basis for defining the Christian commitment of senior leaders in our church schools.

The governors are seeking to appoint someone who:

- is committed to meeting the needs of all learners regardless of ability or background;
- is committed to providing acts of distinctively Christian worship that have integrity, are invitational, inclusive and inspirational;

## Appointing headteachers in Church of England Schools in the diocese of Portsmouth and Winchester

- is committed to enabling others to find and fulfil their unlimited potential aspiring to reflect the unconditional love of God;
- is committed to upholding and developing the distinctive Christian character of the school.

## 9. Salary Range

Governors are required to set the headteacher's salary range in line with the school's group size as set out in the current [Pay and Conditions Document for Teachers](#) 2021.

In addition to the school's group size, governors should consider any other factors they deem appropriate i.e. the responsibilities of the post, the background of the pupils at the school and whether the post is difficult to fill.

Governing bodies should review the school's leadership pay ranges whenever there is a new appointment of headteacher or deputy headteacher. It is strongly recommended that governors work with the Local Authority model pay policy.

The advertisement should show the range of salaries available for the school's group. Further advice can be obtained from Local Authority representatives.

PLEASE NOTE: Governors should give careful consideration to the salary that they intend to offer the successful candidate. There have been occasions when after offering the post to a candidate, there then followed a debate between the Governors and the candidate as to the actual salary. Reference should be made to the current Pay and Conditions document.

### **Ratifying the panel's decision**

At the conclusion of the interviews and decision-making process, the Selection Panel is required to recommend to the full Governing Body a candidate for appointment to the post of headteacher and the salary point at which the post should be offered.

This ratification meeting should take place immediately after the Selection Panel has reached a decision on who to recommend for appointment. The quorum of governors needed is a number equal to half of the governors currently in post.

In practice, because the Governing Body had delegated the selection process to a Selection Panel, the endorsement of the recommended candidate should be entirely straightforward. It would be wholly inappropriate for the Governing Body to try and replay the selection and interview process just completed.

The ratification meeting is a formal meeting of the Governing Body and, as such, requires proper notice, an agenda and minutes. A Diocesan or Local Authority Officer can be invited to attend this meeting.

## **10. Person Specification**

This is the crucial document that will guide the appointment process of vetting applications, references, deciding the format of the interviews and the questions that must be asked to find the person that best matches your needs.

Governors need to define carefully the post and identify the skills required.

The Governing Body or Selection Panel should meet with the Diocesan School and Local Authority representatives to draw up the person specification.

Please see the example person specifications on p26-28 of this booklet.

## 11. Selection panel

Referred to as “the panel”.

At a minuted Full Governing Body meeting the governors must appoint a selection panel consisting of at least three governors (together with the Diocesan and LA representatives). The panel members must be available for all meetings of the appointment process.

The panel should fairly represent all the stakeholders. DfE guidance from 2017 ‘Recruiting a Headteacher’ states: ‘Membership of the panel should be diverse and inclusive to help ensure an equal and fair recruitment process. In choosing members of the panel, boards should consider factors such as conflict of interest.’

The previous headteacher must not play any part in the recruitment of his or her successor – they can be vital in supporting the governors with the process so do keep them informed except for matters that must remain confidential.

Whilst staff governors are legally entitled to form part of an appointment panel, this could arguably be considered a conflict of interest:

- please consider carefully the implications for the individual member of staff and other staff of a member of staff helping select their next boss
- staff members can play an important part in the overall process without actually being part of the voting panel
- diocesan and Local Authority representatives can discuss the pros and cons with you in greater depth

## 12. The Advert

You must decide on the advert for the post and where it will be placed.

This is the first document you publish therefore it needs to contain enough to attract applicants to ask for more information.

Governors should liaise with both the Diocesan School and the appropriate Local Authority representatives before proceeding with either the drafting or the placing of the advertisement.

In some cases, the Local Authority will undertake the duty of placing advertisements for the Governors. Such an arrangement exists purely for the convenience of Governors and Governing Bodies should never hesitate to take the initiative in this process.

It is good practice to let all governors see a draft advert before the advert is placed.

### Advertising the Post of Headteacher and Deputy Headteacher

The [‘Staffing and Employment Advice for Schools 2021’](#) specifies that the governing body must advertise the vacancy or post in such manner as it considers appropriate, unless it has good reason not to. It is recommended that the governing body seeks advice from their local authority and diocesan authority, before deciding not to advertise.

The appointment process should be conducted in a fair and open manner that does not contravene any discrimination legislation and includes safer recruitment measures.

The governing body should consider the most appropriate way of advertising the post. It should decide the best way of reaching its target audience, taking into consideration the type of media to be used and the level of exposure the advertisement will receive.

A decision not to advertise should only be taken if the governing body can demonstrate there is good reason not to and that it does not leave them open to challenge.

All decisions should be documented fully, as the governing body will need to demonstrate that it has acted reasonably if it is challenged.

### 13. Recruitment pack

You must devise a recruitment pack for prospective candidates.

The pack may include:

- the person specification
- a summary job description
- a list of key tasks for the first year of the post
- an official application form including legally required information (e.g. Qualified Teacher Status, qualifications, health declaration)
- closing date for receipt of applications
- dates of shortlisting meeting and interviews
- name and address of school and of the person to whom completed applications should be sent
- the reason for the vacancy
- the number of children on roll
- the individual school range (ISR) for the school
- the staff numbers / structure
- a summary of the school budget
- the history of the school and its foundation
- the school's mission statement or ethos statement from the Instrument of Government
- the requirements of post in terms of age groups; particular skills; helpful additional experience/ background and relevant qualifications
- information about the diocese (provided by your diocesan representative)
- links with the diocese and the support given by its advisers, for example, INSET on worship
- present links between school, church and community and hopes for development
- requirements by governors of the level of a candidate's Christian commitment
- AIDED SCHOOLS ONLY - request a Christian commitment reference as an additional referee in application form
- details of procedures for checking with the **Disclosure and Barring Service** (DBS)
- site description and facilities including buildings and play area
- geographical position of school in relation to areas served and make up of community
- accessibility of school to a wider geographical area and to places of educational, scenic and other interest
- link to the school's website
- the school improvement plan



## 14. Contracts

### **AIDED SCHOOLS**

The successful candidate will be required to sign a contract of employment. It is important that this contract is with the Governing Body as employer (not the LA) and recognises the church Foundation of the school. National Society Contracts (available from the National Society Website – See Below) can be used but most Local Authority's do incorporate the appropriate church wording for aided school contracts.

[www.churchofengland.org/education/national-society/staffing-governance/national-society-school-staff-contracts.aspx](http://www.churchofengland.org/education/national-society/staffing-governance/national-society-school-staff-contracts.aspx)

### **CONTROLLED SCHOOLS**

The successful candidate will be required to sign a contract of employment. This will be issued by the Local Authority, the legal employer.

## 15. Checklist

Task	Date
<p>Whole Governing Body Meeting:</p> <ul style="list-style-type: none"> <li>• agree to go to appointment or alternative leadership</li> <li>• engage advice from Diocesan and Local Authority representatives</li> <li>• agree individual school range (ISR)</li> <li>• agree panel to manage process</li> <li>• agree training needs</li> <li>• agree whether to use a recruitment service</li> </ul>	
<p>Panel Meeting:</p> <ul style="list-style-type: none"> <li>• agree dates for process</li> <li>• start preparing Person Specification, Job Description and Advert</li> <li>• recruitment pack</li> </ul>	
<p>Panel Meeting(s):</p> <ul style="list-style-type: none"> <li>• to complete tasks above</li> </ul>	
<p>Take part in any necessary training:</p> <ul style="list-style-type: none"> <li>• recruitment and Appointment Training</li> <li>• safer Recruitment Training</li> </ul>	
<p>Send the advert to the recruitment team or to the newspapers etc.</p>	
<p>Receive requests and send out packs (or the recruitment team do this).</p>	
<p>Panel Meeting:</p> <ul style="list-style-type: none"> <li>• short listing - where all applications are examined against the person specification</li> <li>• short list candidates</li> <li>• consider carefully the structure of the interview day(s)</li> <li>• consider the tasks needed to test the candidates against the person specification</li> <li>• consider the questions needed to test the candidates against the person specification</li> </ul>	
<p>Panel responsibility (may be handled by recruitment service):</p> <ul style="list-style-type: none"> <li>• inform successful candidates of interviews and any tasks they need to prepare</li> <li>• call for references for successful candidates including any religious references</li> <li>• inform unsuccessful candidates</li> </ul>	
<p>Panel:</p> <ul style="list-style-type: none"> <li>• liaise with the school (headteacher, staff governor) to ensure the interview day plans will work</li> <li>• children needed for worship, school council interviews</li> <li>• spaces for worship and tasks and a quiet space for candidates</li> <li>• consider a governor being assigned the welfare of the candidates on the days</li> </ul>	
<p>Hold interviews or selection process.</p>	
<p>Panel considers the outcome from all the tasks and interviews and reach a decision to offer or not to offer the post to one of the candidates.</p>	
<p>Whole Governing Body meets to ratify the panel's decision and agree salary point.</p>	
<p>Chair contacts the successful candidate to offer the post at the agreed salary point.</p>	
<p>Make sure the candidate receives a formal letter offering the post. Their contract can take several weeks and the successful candidate may need assurance.</p>	

## 16. Diocesan Information



# Dioceses of Portsmouth & Winchester

## Diocesan Board of Education

There are 140 maintained schools and 21 academy schools supported by the Education Team of The Diocesan Board of Education for Portsmouth and Winchester.

The Education Team work with six local authorities: Bournemouth, Christchurch and Poole; Dorset; Hampshire; The Isle of Wight; Portsmouth and Southampton.

Every working day within these schools around 32,000 children and 2,000 adults encounter an education based on Christian values.

The Bishops of Portsmouth and Winchester encourage Church school Headteachers and governing bodies to consider carefully, with parish clergy and parochial church councils, matters relating to the spiritual, moral, social and cultural development, ethos, worship, religious education and the partnership between school and parish.

The Diocesan Board of Education and its staff support church schools in these matters as well as working alongside Local Authorities with general support, advice and training for church schools and their governing bodies. The education staff also support parishes and clergy in developing their work with schools.

New Headteachers are expected to attend an induction course provided by the Diocese during their first term in addition to other meetings and activities designed to support their induction. The Diocese also offers courses and events for school staff and governors on all aspects of church school development.

The diocesan representative involved in the appointment process at the school you are applying to will be:

**Sue Bowen** [sue.bowen@portsmouth.anglican.org](mailto:sue.bowen@portsmouth.anglican.org)

**Richard Wharton** [richard.wharton@portsmouth.anglican.org](mailto:richard.wharton@portsmouth.anglican.org)

*Diocesan Schools Advisers*

**If you are successful in the post you are applying for, the Diocesan Director of Education and his staff will be pleased to offer you whatever support they can during your time in the school.**

## 17. Example Advertisement

Headteacher

Name C of E (Aided) or (Controlled) or Foundation School

**Closing Date:**

**Interview Date(s):**

**Job Start Date:**

**Contract/Hours:**

**Salary Type:**

**Salary Details:**

**Hours of Work:**

**Location of Role:**

**Contact e-mail address:**

The Governors invite applications from candidates who are suitably qualified and experienced teachers/senior leaders for the post of headteacher. Name of school is committed to providing a high quality education underpinned by a strong Christian ethos.

### **The successful candidate will be someone who:**

- thinks strategically and can develop a clear vision for the future of our school
- upholds strong Christian values and who will develop the important link with our local church
- is a confident and cohesive team leader who can communicate effectively with all stakeholders in our school community
- has experience of managing change effectively and embedding best practice
- motivates and leads by example, ensuring consistency and academic rigour across the school
- has high aspirations for everyone in our school community
- Other desirable contextually driven criteria

### **Name of school can offer you:**

- contextual benefits, eg:
- caring staff who want the very best for our pupils
- a dedicated board of governors who are looking forward to building a strong partnership
- a kind, supportive Christian community

Name of school are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

As part of our commitment to equal opportunities, we guarantee to interview all candidates who fulfil the minimum job requirements and will ensure that appropriate support is provided if required.

## 18. Role Profile

In addition to a detailed job description, it is useful to include a statement that summarises the immediate expectations for the role of Headteacher.

### Example Role Profile Summary for Application Pack

As a successful candidate you will fulfil the role of headteacher as defined within paragraph 46 of the 'Professional Responsibilities' section from the DfE document, ['School Teachers' Pay and Conditions Document Oct 2021'](#). The governing body also fully supports the principles of the ['Headteachers' Standards 2020'](#) and wishes the headteacher to develop their practice in agreement with its three domains:

- Culture and ethos
- Curriculum and teaching
- Organisational effectiveness

The governors have identified the following key tasks and objectives as the initial priorities for the first year under the heading:

***"Working together to raise standards within the family of schools in our locality."***

- Further embed and develop the Christian Distinctiveness of the school
- Raise standards and outcomes for pupils in maths at Key Stage 1 and Key Stage 2
- Developing a highly effective leadership model appropriate to the future successes of the school

## 19. Headteacher Domains

**(Taken from the DfE document, 'Headteachers' Standards 2020)**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

### **Culture and ethos:**

- school culture
- behaviour
- professional development

### **Curriculum and teaching:**

- teaching
- curriculum and assessment
- additional and special educational needs

### **Organisational effectiveness:**

- organisational management
- school improvement
- working in partnership

## **Ethics and Professional Conduct**

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

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Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## 20. Example Person Specifications

Person Specification	Essential
<b>School Specific</b>	<p>The governors are seeking to appoint someone who:</p> <ul style="list-style-type: none"> <li>• is committed to meeting the needs of all learners regardless of ability or background</li> <li>• is committed to providing acts of distinctively Christian worship that have integrity, are invitational, inclusive and inspirational</li> <li>• is committed to enabling others to find and fulfil their unlimited potential aspiring to reflect the unconditional love of God</li> <li>• is committed to upholding and developing the distinctive Christian character of the school</li> </ul>
<b>Professional Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• is a qualified teacher, e.g. Cert Ed., B.Ed. or other 1st degree with PGCE</li> <li>• has completed or is completing further significant accredited study e.g. MA, Advanced Diploma, NPQML, NPQSL, NPQH, LPSH</li> <li>• experience of senior leadership roles in a primary school</li> </ul>
<b>School culture</b>	<ul style="list-style-type: none"> <li>• establishes and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community</li> <li>• creates a culture where pupils experience a positive and enriching school life</li> <li>• upholds ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</li> <li>• promotes positive and respectful relationships across the school community and a safe, orderly and inclusive environment</li> <li>• ensures a culture of high staff professionalism</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• establishes and sustains high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn</li> <li>• ensures teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</li> <li>• ensures effective use is made of formative assessment</li> </ul>
<b>Curriculum and assessment</b>	<ul style="list-style-type: none"> <li>• ensures a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li> <li>• establishes effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</li> <li>• ensures that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading</li> <li>• ensures valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum</li> </ul>



<b>Person Specification</b>	<b>Essential</b>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• establishes and sustains high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils</li> <li>• ensures high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy</li> <li>• implements consistent, fair and respectful approaches to managing behaviour</li> <li>• ensures that adults within the school model and teach the behaviour of a good citizen</li> </ul>
<b>Additional and special educational needs and disabilities</b>	<ul style="list-style-type: none"> <li>• ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</li> <li>• establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively</li> <li>• ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate</li> <li>• ensure the school fulfils its statutory duties with regard to the SEND code of practice</li> </ul>
<b>Professional development</b>	<ul style="list-style-type: none"> <li>• ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li> <li>• prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development</li> <li>• ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</li> </ul>
<b>Organisational management</b>	<ul style="list-style-type: none"> <li>• ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</li> <li>• prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</li> <li>• ensure staff are deployed and managed well with due attention paid to workload</li> <li>• establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</li> <li>• ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>
<b>Continuous school improvement</b>	<ul style="list-style-type: none"> <li>• make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</li> <li>• develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context</li> <li>• ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>

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<b>Person Specification</b>	<b>Essential</b>
<b>Working in partnership</b>	<ul style="list-style-type: none"> <li>• forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</li> <li>• commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>• establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>
<b>Governance and accountability</b>	<ul style="list-style-type: none"> <li>• understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>• establish and sustain professional working relationship with those responsible for governance</li> <li>• ensure that staff know and understand their professional responsibilities and are held to account</li> <li>• ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> </ul>
<b>Personal Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• has personal values that underpin their professional life which are consistent with core Christian values</li> <li>• has an educational philosophy and ethical dimension that is consistent with the ethos, aims and objectives of the school</li> <li>• has the presence to inspire confidence and trust</li> <li>• has the ability to communicate effectively and professionally</li> <li>• has integrity, is approachable and caring and has a sense of humour</li> <li>• is capable of making reasoned judgements and taking difficult decisions, conveying outcomes clearly, positively and with sensitivity</li> </ul>

## 21. Example Job Description

### Responsible to:

The governing body, the diocese and the local authority

### Purpose of the job

1. To provide inspirational and professional leadership for **The School**, that secures an outstanding education for children living in the local community.
2. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher and to use the DfE publication, 'Headteachers' Standards' to drive one's professional development.
3. To promote and safeguard the welfare of all adults and young people within the School, by ensuring that the school's policies and procedures relating to safeguarding, child protection and health and safety are fully implemented and followed by all staff
4. To work in genuine partnership with the governing body, the diocese, the local authority and other stakeholders to fulfil the mission statement and vision of **The School** and to celebrate the Christian distinctiveness of **The School**.

### Key Responsibilities and Duties

#### Leadership

The headship is about building a professional learning community which enables others to achieve. It is expected that the headteacher will lead with honesty and integrity and behave respectfully to all members of the school community.

#### The headteacher will:

- develop the distinctive Christian ethos and character of **The School** and maintain positive, constructive working relationships with staff, children, governors, parents, the local community, other local schools and headteachers, cluster schools, the parish, the diocese and the local authority
- articulate a clear vision for high quality education which underpins the shared long term strategic direction for **The School**
- to ensure that strategic planning is informed by rigorous self-evaluation so that the school continues to improve leadership, teaching and learning, the curriculum and standards of achievement.
- lead and deploy all staff, defining task and job specifications, in order to ensure that proper standards of professional competence are maintained
- identify and determine the professional development needs of the staff team and ensure that high quality professional learning opportunities are provided that motivate staff and lead to excellent educational provision for all children
- ensure effective and robust performance management procedures are in place
- cultivate a happy, healthy and successful school/Federation by fostering a high level of morale
- promote a wide range of extra-curricular activities which can be accessed by all children
- ensure **The School** is fully prepared for OFSTED (Office for Standards in Education) and SIAMS (Statutory Inspection of Anglican/Methodist Schools) inspections
- promote the successes achieved by **The School**

## Management

The headteacher will need to provide effective organisation and management of **The School** and seek ways of improving organisational structures and functions based on rigorous self evaluation.

### The headteacher will:

- implement all policies of the governing body and support their regular review and updating
- effectively represent **The School** and maintain positive links with other institutions
- lead in the recruitment, selection and appointment of high quality staff
- identify and establish an effective and realistic staff structure, including arrangements for who will deputise for the headteacher in his/her absence, which will enable continuing school improvement
- ensure appropriate cover for absent teachers, employing temporary contract cover if necessary, which maintains the high standards of **The School**
- lead the creation and implementation of strategic planning, underpinned by sound self evaluation and financial planning, which secures school improvement and maximises on the opportunities presented at **The School**
- manage the school budgets according to the terms of reference provided by the governing body
- ensure other funding streams (eg: Pupil Premium funding, Sports Grant and Devolved Formula Capital) are used in line with legislation and to achieve good value for money
- lead and manage a regular and effective pattern of staff performance management and undertake any appropriate threshold assessments
- lead, implement, manage, monitor and evaluate the health and safety policy and procedures to safeguard the welfare of all pupils and authorised persons on the school premises
- positively encourage care of the school buildings and environment so that they provide a welcoming, comfortable, safe and stimulating work environment
- ensure that all policies and practices are informed by relevant research and inspection advice
- monitor and evaluate the effectiveness of policies and improvement strategies being pursued and take appropriate action where necessary to ensure that the aims of **The School** are fulfilled.

## Professional

The headteacher will set high expectations for professional and ethical practice and will regularly monitor and evaluate the effectiveness of teaching and its impact upon learning.

The headteacher should foster a successful learning culture which enables children to become effective, enthusiastic, independent learners, committed to life-long learning.

### The headteacher will:

- provide a rich, broad and balanced curriculum while meeting the requirements of the National Curriculum and current educational initiatives
- put the Children Act 2004 (Every Child Matters) at the heart of all planning and provision
- monitor and evaluate the quality of teaching and standards of learning and achievement of all ensuring that children develop study skills in order to learn more effectively and with increasing independence
- remain familiar with all legal requirements which relate to **The School** and to keep governors informed of these
- keep up to date with educational developments and disseminate information as needed

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- maintain a regular pattern of monitoring, assessment, recording and reporting of children's progress which informs planning and ensures children make excellent progress in relation to their ability
- ensure that children and their parents are regularly informed of the progress being made and steps that need to be taken to support further development
- develop effective links with the community to extend the curriculum and enhance teaching and learning
- create and promote positive strategies for developing good race relations and dealing with racial harassment
- maintain personal knowledge and skills as an educational leader and teacher by engaging in professional learning opportunities
- foster and maintain strong links with other local schools and groups to ensure that effective transition arrangements are put in place between establishments.

### **Administrative**

The headteacher, working with others, is responsible for evaluating *The School* performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the aims and objectives of *The School* and for the day-to-day management, organisation and administration of *The School*.

### **The headteacher will:**

- ensure that up-to-date records on all children and staff are maintained
- facilitate and monitor the effectiveness of office systems which are both accessible and helpful to parents, staff, governors and other visitors to *The School*
- ensure efficient and accurate budgeting procedures and the keeping of records, accounts and financial statements
- arrange for the security and effective supervision of the school buildings, their contents and grounds, notifying the responsible authority of any maintenance requirements
- maintain regular communications with parents and governors
- prepare and submit to governors regular and informative reports as may be necessary for the governing body to discharge its responsibilities
- establish procedures and systems enabling the efficient storage, retrieval and return of information whilst observing the law on data protection and freedom of information
- efficiently deploy administrative IT resources
- ensure that the management, finance, organisation and administration of *The School* supports the vision and aims of *The School*
- delegate responsibilities as appropriate.

### **References:**

- [Recruiting a Headteacher, Dec 2017](#) - DfE/NGA
- [School Teachers' Pay and Conditions document, Oct 2021](#) - DfE
- [Headteachers' Standards 2020](#) - DfE

## 22. The Short Listing Process

### Application Forms

Completed application forms are sent to the Governing Body Appointment Panel members.

Each application should be read alongside the Person Specification matrix which is usually provided by the recruitment service.

- Using the person specification matrix you can assess the factual content of the application form.
- You can place ticks and or comments on the matrix as you discover information about the candidate as you read through their application form.
- By following this approach you will be well prepared for the short listing meeting.

**Some panel members use the Internet to look at the websites of the schools the candidates come from. They may look at the latest Ofsted report from that school especially if the school was being led by the candidate at the time of the inspection. Whilst information in the public domain cannot be ignored it needs to be considered carefully so that all candidates are treated fairly.**

### Short Listing Meeting – part 1

The panel meet to decide which candidates are worth interviewing for the post they have described in the *Person Specification*, *Job Description* and *Key Tasks*.

One approach to the meeting is to ask each panel member (not the Diocesan or LA representatives) to indicate the following about the candidates, having first read and evaluated their application forms.

- **YES** – this candidate **IS** worth interviewing BECAUSE I could potentially appoint them based on what I know from their application form.
- **NO** – this candidate is definitely **not** worth interviewing BECAUSE I would not appoint them based on what I know from their application form.
- **MAYBE** – I'm uncertain about this candidate at the moment and need more information or help in making up my mind based on what I know from their application form.

The Diocesan and LA representatives will advise the panel and clarify any information from the application forms. They should not tell the panel what to think or make the panel's decision. They may have information, from the public domain, that is pertinent to the discussion.

**Note:** For any rejected candidates, the chair or the Diocesan or the LA representative may need some key facts about why a candidate was felt to be unsuitable by the panel for the post for feedback purposes.

Discussion will follow about the merits of the candidates until a list of 3 or 4 are chosen who meet many of the attributes from the Person Specification etc.

## **Short Listing Meeting – part 2**

What do you not know?

The application form will only provide a snapshot of information about the candidate and cannot tell you everything you need to know.

An application form alone leaves 'gaps' about each candidate's experience, personality, impact and effectiveness. These gaps need to be filled.

The panel will therefore set about designing a one or two day process to fill the gaps and find out more about each candidate. When the panel come to making a decision they must feel fully informed about each candidate and their suitability for the post if they were appointed.

***This is both a skill and an art.***

**SUGGESTIONS - for the interview day(s) - not in any order**

<b>WORSHIP</b>		
<p>You may wish to use a worship assembly to test relationships with pupils, in which case you must ensure that that each candidate has a similar experience. Children may be divided vertically by age so that each candidate deals with children of all ages represented in the school and that no group of children has to take part in a series of assemblies. You will need to prepare the same brief for each candidate, setting out the theme and objectives for the assembly, the age groups who will participate, whether or not you wish to see written plans, what resources will be available, and what the normal customs are for the conduct of assembly. You may wish to arrange a conversation with the pupils afterwards, and you will need to think carefully how to structure this debrief to obtain useful and usable information.</p>		
<p><b>Pros</b></p> <ul style="list-style-type: none"> <li>• a highly realistic task – very close to assessing the prospective headteacher in action</li> <li>• may reveal behaviours and attitudes that are neglected by other tools</li> <li>• can provide evidence on clarity of thinking, vision and values as well as communication skills</li> <li>• a good test of rapport with students a means of involving the student body in the process</li> </ul>	<p><b>Cons</b></p> <ul style="list-style-type: none"> <li>• logistically difficult, especially with several candidates</li> <li>• requires careful planning, briefing and preparation with the students</li> <li>• a candidate’s performance on a single event may not reflect their behaviour over a long period of time</li> <li>• you will need to consider carefully what you are looking for and how you will measure it</li> </ul>	
<b>Time</b>	<b>Activity</b>	<b>Purpose</b>
<p>Not more than 15 minutes per candidate.</p>	<p>A collective worship with members of the school community. Each candidate will be given a different group from each class / year group so they all have a cross section of the school community (children and adults).  The candidates are given a theme before the interview day so they can prepare.  One of the school’s Christian values would be a good theme to choose.</p>	<p>To see if the candidate understands some of the implications of the school being a church school?</p> <p>Can they lead an all age group well?</p> <p>Are they inspirational, spiritual, and respectful?</p> <p>Do they manage the group well?</p> <p>Does the ‘event’ planned and delivered by the candidate actually provide an opportunity for worship by the whole or any of the group?</p>



<b>IN-TRAY EXERCISE</b>		
<p>These involve asking candidates to prioritise a number of typical issues that a headteacher might find in their in-tray and say how they would deal with them and when. In-tray exercises test a range of skills, including ability to work under pressure, values, attitudes, and ability to prioritise and delegate. Someone will be required to put together an appropriate range of scenarios (a letter from a parent, a telephone message etc). Marking the exercise and feeding back to the panel will require specific professional understanding. Candidates may be given between 30 and 60 minutes for this activity. You might ask candidate to prepare a short memo outlining their priorities for action resulting from the information, or a short presentation. You may have a conversation with them to debrief them.</p>		
<p><b>Pros</b></p> <ul style="list-style-type: none"> <li>• a good test of clarity of thought, creativity, strategic thinking, attention to detail, ability to prioritise and resilience under pressure</li> <li>• can be designed to reflect real challenges and situations faced by the school</li> <li>• an activity which candidates can engage in with minimal supervision (creating time to, for example, interview another candidate)</li> <li>• can include interruptions or new information to test flexibility</li> <li>• can be combined with a presentation or discussion to gather additional evidence</li> </ul>	<p><b>Cons</b></p> <ul style="list-style-type: none"> <li>• behaviour under special test conditions may not be representative of their day-to-day habits</li> <li>• materials require extensive preparation and may require specialist expertise</li> <li>• the analytical and intellectual skills which come to the fore in this exercise may not be your key priorities</li> <li>• if you will be requiring written submissions, you will need to arrange time during the process for panel members to read them</li> </ul>	
<b>Time</b>	<b>Activity</b>	<b>Purpose</b>
20 / 30 minutes	<p>Provide candidates with a set of every day school scenarios.</p> <p>Ask the candidate to order the scenarios into priority order and comment on what they would do about each.</p> <p>Sometimes handwriting their first letter to parents after their appointment is also asked for.</p>	<p>Can a candidate prioritise appropriately?</p> <p>Can they delegate?</p> <p>Can they spot the ‘child protection’ / ‘safeguarding’ scenario?</p> <p>The handwriting exercise is sometimes a helpful indicator.</p>

DATA ANALYSIS		
Time	Activity	Purpose
30 minutes including writing notes	<p>Provide the candidates with a copy of the Assessing School Performance/ Fischer Family Trust data/school's own tracking data. This could be from the school or another school. The data should be made anonymous.</p> <p>Candidates are asked to analyse the data and provide a summary of the key issues the data raises.</p> <p>They may be asked to make suggestions about what strategies the school should adopt in the light of the data analysis.</p>	Ensures the candidate can analyse data quickly and develop strategic priorities accordingly.

PUPIL VOICE		
<p>Some schools arrange for candidates to meet and hold discussions with the school council or groups of pupils. You will need to prepare pupils so that they have a range of appropriate questions. Such meetings could be observed by members of the appointment panel using criteria set out in the person specification.</p>		
<p><b>Pros</b></p> <ul style="list-style-type: none"> <li>• less disruptive and easier to organise than a full lesson</li> <li>• often highly revealing of behaviours and values</li> <li>• can get to see their relationships and behaviour with students outside the classroom</li> </ul>	<p><b>Cons</b></p> <ul style="list-style-type: none"> <li>• you will need to brief, prepare and supervise the students carefully</li> <li>• it may be difficult to ensure a level playing field if different students are involved</li> <li>• success depends on your ability to both observe the interaction and to elicit the students' views effectively</li> <li>• care is needed to manage students' expectations about their role and input</li> </ul>	
Time	Activity Type 1	Purpose
<p>15 minutes per candidate</p> <p>[Please make sure children have name badges.]</p>	<p>Allow the school council to interview the candidate.</p> <p>A suitable adult works with the school council prior to the interview to prepare a set of ~10 questions the pupils will put to each candidate in turn.</p> <p>Questions need to be vetted by the interview panel to ensure appropriateness.</p>	<p>Ensures the candidate can work with a small group of children.</p> <p>Can the candidate form a relationship with this group in a close and intimate way?</p> <p>Do they engage well with the youngest / oldest children?</p> <p>Do they respond well to the questions with honesty, humour, sincerity?</p> <p>Do they value the children's responses and manage the group well?</p>
Time	Activity Type 2	Purpose
<p>15 minutes per candidate</p>	<p>Ask the candidate to meet the school council to discuss a topic given to the candidate.</p> <p>e.g. behaviour and school rules, caring for the environment in and out of school, what's the role of a school council?</p>	<p>Similar to above but also checks whether the candidate can prepare material to engage the age range of a school council.</p>

<b>ROLE PLAY</b>	
<p>Role play assessment activities simulate common activities within the role to observe the candidate’s behaviour under close to ‘live’ conditions. They allow for a complex picture of the details of behaviour rather than abstract or hypothetical descriptions. They create the opportunity for the unexpected and to observe interpersonal traits under pressure. An actor can be hired to play the roles opposite the candidates, or members of the panel or colleagues could take on these roles, although it usually advisable not to be observing and acting at the same time.</p> <p>Some possibilities for role-play include:</p> <ul style="list-style-type: none"> <li>• coaching a member of staff to improve their performance</li> <li>• dealing with an angry parent or disaffected pupil</li> <li>• counselling a member of staff</li> <li>• chairing a senior leadership discussion or meeting</li> </ul> <p>You will usually want to limit the event to 10–15 minutes, and you will need to ensure that both the actor and candidate have a detailed enough briefing to create a realistic situation.</p>	
<p><b>Pros</b></p> <ul style="list-style-type: none"> <li>• creates close to lifelike conditions</li> <li>• enables you to observe behaviour under pressure and in conflict situations</li> <li>• particularly effective for measuring interpersonal skills</li> <li>• often produces rich and detailed evidence on behaviours</li> <li>• you can set the scenario to reflect the demands your school faces</li> <li>• many candidates lose themselves in the scenario, forget the observation and act authentically</li> <li>• usually works best with professional actors</li> </ul>	<p><b>Cons</b></p> <ul style="list-style-type: none"> <li>• panel members may feel uncomfortable playing roles</li> <li>• requires careful thought to establish a scenario and prepare briefing notes</li> <li>• the fact that it is ‘only a role play’ may create confidence in some candidates that they don’t exhibit in real life</li> <li>• you will need to arrange for observers as well as actors</li> <li>• some candidates don’t engage with activities like role play</li> </ul>

**TEACHING OR LESSON OBSERVATION**

If the post will involve commitment to class or group teaching, or you believe that either credibility in a classroom or insight into learning is critical for the post, you may want to arrange for candidates to observe and comment upon a lesson or part of a lesson. It can also be informative to ask candidates to role play feedback or advice to the teacher in the lesson in order to evaluate their skill at communicating and coaching.

Alternatively you may ask them to teach part of a lesson.

To make comparisons fair you will need to ensure that the candidates all have a similar experience. You will need to enlist the support of an adviser to comment on their teaching or to evaluate the feedback from the candidate on their lesson observation. You will need to build in time to receive and consider the adviser’s views.

You could consider asking the candidate to teach a lesson in their current school (having sought permission from their headteacher prior to the interview process). This may give you a more reliable observation of their teaching practice.

**Pros**

- may reveal a candidate’s depth of understanding of teaching strategies and classroom management
- tests the candidate’s impact with your cohort of students
- gets the candidate in direct contact and interaction with students
- may reveal behaviours and attitudes that are neglected by other tools
- a good test of rapport with students
- a means of involving the student body in the process

**Cons**

- the lesson and environment will inevitably be unrealistic
- it may not be critical to you that the candidate is individually an excellent teacher
- it may be difficult to infer how the candidate would observe and coach other teachers to improve their practice
- requires careful preparation and planning

Time	Activity	Purpose
Lesson ~ 20 minutes plus 10 minutes for candidates to write up their notes.	Candidates and the panel watch a recorded lesson. (lesson provided by a commercial firm who specialise in this – Diocese / LA can usually provide a suitable DVD)  Each candidate then presents their findings in front of the panel. There are three ways this can be done.  1. The candidate tells the panel what they think about the lesson using their notes. The panel can ask questions.	Can the candidate analyse a lesson effectively?  Can they judge the quality correctly?  Can they provide effective feedback for a teacher?  Can they provide feedback that retains a teacher’s confidence?  Can they give hard feedback constructively?

	<p>2. The candidate holds a professional discussion with the Diocesan or LA representative pretending to be the School Improvement Partner (or similar professional). Here the candidate is expected to lead a professional discussion about the lesson.</p> <p>3. The candidate role plays giving feedback to the teacher in the video (the teacher is played by the Diocesan or LA representatives going into role).</p>	<p>Is the 'teacher' provided with ~ three key actions that will make the next lesson taught by the teacher better for the learning of the children?</p> <p>And much more....</p>
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<b>TRIANGULATION ACTIVITY</b>		
<p>This task will assess the candidates’ ability to identify school improvement priorities and communicate these to governors. This usually involves combining data analysis, book scrutiny and learning walks/lesson observation. It is important to consider how this is organised to be equitable for all candidates, especially if there is an internal candidate.</p> <p>Communicating findings and related improvement priorities will give the panel a valuable insight into the candidates’ ability to think and act strategically. You may wish to consider giving candidates a theme to explore, eg: standards in maths OR just allow them the freedom to decide for themselves based on their observations.</p>		
<p><b>Pros</b></p> <ul style="list-style-type: none"> <li>• Reveals candidates ability to draw together different threads of evidence</li> <li>• Requires clear strategic thinking</li> <li>• Demonstrates ability to summarise key findings and communicate them effectively to governors</li> <li>• Show candidates understanding of national/local standards and how these relate to the context of the school</li> <li>• Reveals candidates aspirations for children</li> </ul>	<p><b>Cons</b></p> <ul style="list-style-type: none"> <li>• time to do this thoroughly may not always be possible – depends on the number of candidates</li> <li>• gives internal candidates a potential advantage</li> <li>• requires detailed organisation</li> </ul>	
<b>Time</b>	<b>Activity</b>	<b>Purpose</b>
1.5 – 2 hours	<ul style="list-style-type: none"> <li>• Learning walk</li> <li>• Book scrutiny</li> <li>• Data analysis</li> <li>• Summary and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Tests ability to make astute observations of teaching and learning environment</li> <li>• Provides an opportunity to analyse quality of marking and feedback, and diet of learning</li> <li>• Tests ability to analyse data and recognise trends and anomalies</li> <li>• Allows the candidate to demonstrate their communication skills and overall strategic approach</li> </ul>

**A PROFESSIONAL DISCUSSION**

In a group exercise the candidates are observed discussing a given topic. This may illustrate skills in communication, team-working and persuasion. Some specialist help may be required in assessing the outcomes objectively. The candidate who speaks less may be the most reflective and considerate. Candidates do not always feel comfortable about the degree of competition involved in being observed in this way.

**Pros**

- can be used to test a candidate’s presence and confidence, ability to persuade others, ability to listen to others and work as part of the team
- can reveal the natural leaders in a group
- can reveal authoritarian or aggressive tendencies
- strong test of ability to collaborate with peers and distribute leadership
- can be combined with other exercises (like presentations and case studies) for added richness

**Cons**

- requires a reasonable-sized group of candidates to be feasible
- candidates’ behaviour under the formal conditions may be unrealistic and unrepresentative
- candidates may be uncomfortable
- you will need to prepare a robust exercise
- you will need enough observers to catch the behaviour of each candidate in detail at the same time

Ask candidates to discuss a different issue with the other candidates.

Each candidate is provided with an issue 10 minutes before the session. (Issues in a hat and candidates pick one each).

They each take turns to lead a discussion about their theme. Usually 10 – 15 minutes.

They are asked to ensure they bring the discussion to a close by summarising the shared thinking.

**OR**

Get each candidate to lead a discussion with the Senior Leadership Team (SLT) of the school. Requires more planning to get SLT free from class etc.

**OR**

As above but have other candidates involved with the SLT at the same time.

Look out for

- ability to manage a group discussion
- sensitivity to other points of view
- ability to be in control yet inclusive
- leads or is led?



**PRESENTATION & INTERVIEW**

If you wish to test communication skills – the ability to engage an audience and articulate key issues – you could set the presentation topic in advance to give time for preparation. In this case you should not set too much store by the content of the presentation topic, since you cannot determine how much advice someone has received.

If you wish to test the candidate’s ability to assimilate information from day 1 of the interviews and prepare a presentation overnight – the presentation topic can be given to the candidates who will be invited to the second day. The topic can be given over the phone when the chair contacts the candidate after day 1.

If you wish to use the presentation to assess candidates’ knowledge and ability to think on their feet in relation to specific selection criteria, you can set the topic on the day, giving time and an appropriate environment in which to prepare. You may find it helpful to enlist help in identifying in advance what sort of response to your topic you are anticipating. Presentations usually last for 10-15 minutes. They are followed by questions from the panel, so active listening is required.

**Pros**

- close to tasks that a headteacher will need to perform regularly
- tests for clarity of thought, strategic thinking and conviction, as well as communication skills
- easy to organise and light on resources
- tests the candidate’s resilience under pressure
- can ask candidates to talk about experience or philosophy and thus test multiple criteria

**Cons**

- not every effective headteacher influences through formal presentations
- it can be hard to differentiate among large numbers of presentations
- the topic needs to be chosen with care to elicit the right attributes
- panel need to be prepared to ask questions

**What do you know?**

- having read their application forms
- having put the candidates through a set of activities
- having read the references
- there will still be some unanswered items from the person specification / job description / key tasks and or
- some unanswered questions about the candidates experience, skills or personality.

**FORMAL INTERVIEWS**

The formal interview usually takes place at the end of the process and may involve a reduced number of candidates. The Director of Children Services or his or her representative attends the formal interview. Prior to the interview, the panel will need time to reflect on any areas of questioning that need to be directed at individual candidates as a result of their performance in prior activities, in addition to a set of questions for all candidates covering topics that have not been dealt with before.

The panel should have previously confirmed the point on advertised salary range at which they are prepared to appoint. Some candidates take the opportunity either at the final interview or when the verbal offer is made to discuss the salary, and you need to be prepared for this discussion. At the end of the formal interview, candidates should be offered the opportunity to ask questions and offer additional information in support of their application. They should all be asked if they would accept the post if it was offered and have the opportunity to comment on the overall fairness of the process.

**Pros**

- **OBLIGATORY**
- an opportunity to probe on any areas of uncertainty or doubt
- a formal and clear conclusion to the recruitment process
- an opportunity for the candidate to ask remaining questions
- an opportunity to judge the candidate’s impressions of the process and test their likelihood of accepting the post
- stronger at confirming factual information about the candidate’s background

**Cons**

- formal interviews alone do not have a strong record of accuracy in choosing the right person or unearthing evidence of behaviours
- process can become overly formal and empty of content
- if placed at the end of a day of exercises and tests, both candidates and interviewers may be tired and find it difficult to process information effectively
- can run on if only one candidate at final interview

**FORMAL INTERVIEW THOUGHTS**

What questions still remain unanswered that need to be asked of all candidates?

At least one governor or the Diocesan and LA representatives should read the references before the interview so that any safeguarding issues or other serious issues about a candidate can be addressed through suitable individual questions.

What candidate specific questions need to be asked?

Governors ask the questions.

Governors, Diocesan and LA representatives ask supplemental questions and drill down the answers given to ensure candidates give the best account of themselves and are challenged appropriately by the process.

## 23. Collective worship observation form

School: \_\_\_\_\_

Leader: \_\_\_\_\_

Observer: \_\_\_\_\_

Worship Theme: \_\_\_\_\_

Time Allocation: \_\_\_\_\_ minutes

*Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.*

CRITERIA	ASPECT	COMMENT
<p><b>Central Attribute 1</b></p> <p><b>Gathering</b></p>	<p>Is there a real sense of a marking the start of a very special time in the school day?</p> <p>Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.</p>	
<p><b>Central attribute 2</b></p> <p><b>Engaging</b></p>	<p>Does the worship leader capture the attention of the children and staff so they become actively engaged in the content?</p> <p>Excellent - well expressed, stimulating or poor communicator</p> <p>Convincing, enthusiastic, warm or lack of rapport.</p>	
<p><b>Central attribute 3</b></p> <p><b>Responding</b></p>	<p>Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?</p>	
<p><b>Central attribute 4</b></p> <p><b>Sending</b></p>	<p>Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way?</p> <p>Clear summary, learners given opportunity to reflect or unclear what the message was.</p>	
<b>In addition</b>		
<p><b>Content</b></p>	<p>Clear Christian / Biblical content and teaching.</p> <p>Woolly, lack of structure, largely secular.</p>	
<p><b>Summary</b></p>		

## Pointers for consideration - NB not a check list.

*Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.*

Gathering	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	whether greetings exchanged and introduction made
	Atmosphere	extent to which act of worship is portrayed as special and important
Engaging	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which message is clear and compelling or words lack power and appear as paying lip service
Responding	Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
	Singing	whether there was appropriate hymn / song, quality, enthusiasm of participation
	Reflection	learners given time to pause and reflect
	Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sending	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an act of worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

## 24. Letter of appointment (initial draft)

The formal contract can take some time to be processed so candidates will appreciate something in writing from the Governing Body (Chair of Governors) offering the post to them.

This is a specimen letter for headteachers in voluntary aided or controlled schools

Dear XXXX

On behalf of the Governing Body of XXXX Church of England School, I write to make a provisional offer of the headteacher post in the school at a salary of XXXX. Your appointment is subject to the Local Authority's recognition of you as a qualified teacher; to any medical check or examination which may be required by the Local Authority or the Governing Body and the legal requirement that the Local Authority, on behalf of the Governing Body, checks through the **Disclosure and Barring Service** for any background which would prevent confirmation of your appointment.

The Local Authority representative / officer will send you [or I enclose] forms in order that the above checks may be carried out. When the Governing Body has received notification of the successful completion of the above checks they will confirm the offer of appointment.

Of the two copies of this letter that you receive, one should be retained for your personal records and the other should be signed and returned to me at the above address to confirm your acceptance of the post.

We are delighted to offer you this post and look forward to welcoming you as a member of our team.

Yours sincerely,

[Name]

[Chair of the Governing Body]

## 25. Diocesan Contacts

Please check our websites for up to date personnel information:

<https://www.portsmouth.anglican.org/contact-education/>

<https://www.winchester.anglican.org/education-team/>

### Diocesan Office Address

Portsmouth & Winchester Diocesan Education Team  
1st Floor, Peninsular House  
Wharf Road  
Portsmouth  
PO2 8HB

Tel: 02392 899662

Schools Advisors:

[sue.bowen@portsmouth.anglican.org](mailto:sue.bowen@portsmouth.anglican.org)

[richard.wharton@portsmouth.anglican.org](mailto:richard.wharton@portsmouth.anglican.org)

Deputy Diocesan Director of Education:

[rob.sanders@portsmouth.anglican.org](mailto:rob.sanders@portsmouth.anglican.org)

### Local Authority

Contact the personnel department of your Local Authority for more information.

<https://www.bcpccouncil.gov.uk/Home.aspx>

<https://www.dorsetforyou.gov.uk/learningforlife>

<https://www.iwight.com/Residents/Schools-and-Learning>

<http://www3.hants.gov.uk/servicesforschools/education-personnel-services.htm>

<https://www.portsmouth.gov.uk/ext/learning-and-schools/learning-and-schools>

<https://www.southampton.gov.uk/schools-learning/>